

## **Constructing question sentences in simple present using WH-question by English Department students of IAIN Palangka Raya**

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### **Abstract**

The fundamental purposes of this study were to describe the types and causes of errors by the eighth semester students at constructing wh-question sentences. The research was conducted in State Islamic Institute of Palangka Raya for the English education department student who had passed the structure III. The types and causes of errors were analyzed by Dulay's theory but the data were also found by doing semi-structured interview. The writer used qualitative research and descriptive approach supported by quantitative data. In collecting the data the researcher used some techniques, namely: (1) test and (2) interview. Then the researcher analyzed the data used several techniques, namely: (1) identifying errors, (2) describing errors, (3) explaining errors, (4) errors evaluation. The subjects of this study were 10 English education department students who had passed structure III.

**Keywords:** Constructing question sentences, simple present, WH-question

### **INTRODUCTION**

Using English as foreign language was obviously necessary in Indonesia (Kartika, 2009, p. 7). Its base function as the language of the world had made Indonesian generation to strengthen their ability in using English as the requirement in studying or teaching.

According to Fauzi (2012, p. 3), there are two forms of questions namely 'yes/no' questions which seek the answer 'yes' or 'no' and 'WH'-questions which are indicated by the words what, who, where, when, which, why, and how. When talking about grammar, the mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but it is known that it is there because it works (Simbolon, 2015, p. 23). Grammar and sentence development or paragraph development are interconnected to achieve the quality of writing. Therefore, it needs to find an effective way of building

their ways to write and their self confidence by which they can change their negative attitude towards writing activities (Miftah, 2015); it is such as to construct question sentences in simple present using WH-question.

However, people could not learn language without first systematically committing errors. They defined errors as incorrect uses of language due to misperception (Sargeant, 2007, p. 99). Error indicated to teacher and curriculum developers which part of the second language students had most difficulty in producing well and which error types detract most from a learners' ability to communicate effectively.

One of most important sentence type was interrogative sentence, this form led the eighth semester students for thinking critically about something that should have or would be taught. The ability in making interrogative sentence was also the measurement of how good the eighth semester students' responses to an information substantively. The researcher would tend to define, analyze and describe the difficulties, factors and solution for those problems.

## **METHOD**

According to Arikunto (2006, P.51), research design is plan or setting. This is made by the researcher as the orientation that would be conducted. It meant that in research the researcher needed to decide the design as a plan which would be applied in a researcher related to the research objectives. Qualitative methodology lends itself to multiple meanings and interpretations (Ary, 2001, P.77). The focus of inquiry in qualitative research was the use of participants' voices.

The study was content analysis research. Content analysis focused on the characteristics of materials and asked "what meaning is reflected in these?" content or document analysis was a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material such as textbooks, newspaper, web pages, speeches, advertisements or any other types of documents.

Content analysis might be done in an emergent design framework, or they might be done in a research framework with variables those were specified a priori and numbers which are generated to enable the researcher to draw conclusions about these specified variables (Ary, 2010, P.457).

Based on those statements the researcher chose content analysis as his research design by using qualitative approach and supported by quantitative data.

## **RESULTS**

The researchers found 149 errors made by English Education department students of IAIN Palangka Raya. The highest errors were misinformation with frequency 108 (73 %). The second one was omission with frequency 24 (16 %). The third errors was misordering with frequency 12 (8 %). The lowest error was addition with frequency only 5 (3 %).

The researcher also used interview the measure the highest problem in constructing question sentence in simple present using wh-question as the main information. Based on the results of interview 9 from 10 subjects stated that the biggest problem was tenses. The students need to consider the tense form when constructing question. Some of them even stated they do not clearly understand to differ a tense so it made them did errors in constructing question sentence grammatically.

## **DISCUSSION**

The biggest difficulties in constructing question sentence in simple present using wh-question was Misformation which made students were confused to use tense as time characteristic. The second was omission which students did not put any auxiliary verbs or kind of because there are no auxiliary verbs rules in their mother tongue.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The researcher realizes that this article had so many mistakes either in writing processes, thesis contents, research instruments or research presentation. The researcher would like to say sorry and this thesis will be so opened to get helpful suggestions from the readers.

### **Suggestion**

Firstly, they are several English skills we can choose as our priority, but most above them students have English components that should be mastered well to avoid a long-drawn errors. Then, it is suggested for the eighth semester students to learn structure in appropriate grammar books such as Betty's etc to know the rules deeper. It is also suggested for the eighth semester students to give some feedback more, because those feedbacks would lead us to get the direct explanation about what we are asking to the lecturer. Besides, it would also help us to get used as much as we can.

Since the highest types of errors is misinformation because students' lackness of diction, it is suggested to provide new media and method which could enhance the eighth semester students' interest and involvement in the structure class. In this case the researcher suggested an audio visual media and peer explanation method in the class.

It is suggested for the next researcher to develop the research in interogative sentence. Because they are kinds of interrogative that should be learnt such as yes-no, question tag and there are also sixteen tenses should be understood by the eighth semester students.

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